

PUBLIC NOTICE OF PROPOSED RULE-MAKING

In accordance with Rhode Island General Law (RIGL) 42-35 and 42-72-5, notice is hereby given that the Department of Children, Youth and Families proposes to amend the following Department rule:

Educational Planning for and Transition of Adjudicated Residents

This rule is amended to eliminate an unintended conflict with other Department policy and to conform with the Casey Foundation, Juvenile Detention Alternatives Initiative rubric. The Rhode Island Department of Children, Youth and Families partnered with families and stakeholders, and advocates, to identify the Juvenile Detention Alternatives rubric as an appropriate tool. This policy also proceeds from the requirements of RI General Law, Federal Law, RI Supreme Court Decisions, the Federal Consent Decree in *Inmates of the RI Training School v. Janice DeFrances*, and /or federal regulation. In the amendment of this rule, consideration was given to: (1) alternative approaches and (2) overlap or duplication with other statutory and regulatory provisions. No alternative approach or duplication or overlap was identified based upon available information.

This amended rule is accessible on the DCYF website (<http://www.dcyf.ri.gov>) or the R.I. Secretary of State's website (<http://www.sec.state.ri.us/ProposedRules/>). Interested persons may submit written comments by June 9, 2014 to Susan Bowler, Implementation Director for Policy and Programs, Department of Children, Youth and Families, 101 Friendship Street, Providence, RI 02903 (Susan.Bowler@dcyf.ri.gov).

In accordance with RIGL 42-35-3, an oral hearing will be granted if requested by twenty-five (25) persons, by an agency or by an association having at least twenty-five (25) members. A request for an oral hearing must be made within thirty (30) days of this notice.

Posted May 6, 2014

Educational Planning for and Transition of Adjudicated Residents

Rhode Island Department of Children, Youth and Families
Division of Juvenile Correctional Services: Training School

Policy: 1200.1716

Effective Date: June 14, 2004

Revised Date: ~~2014-September 1, 2010~~

Version: ~~32~~

The Education Program ensures that adjudicated residents receive comprehensive education planning and instruction. The Individual Treatment Plan (ITP) incorporates educational goals and objectives, including services required by the Individual Education Plan (IEP) or Section 504 of the Rehabilitation Act. During subsequent Bi-Monthly Reviews, the goals and objectives are updated to reflect each resident's progress.

Transition interventions promote successful re-integration of residents into the community. Transitional planning is the focus of a Bi-Monthly Review Meeting held at least sixty (60) days prior to the resident's anticipated End of Sentence. Transition services help each resident achieve social adjustment, employment and educational success when he/she returns to the community.

Related Procedure

[Educational Planning for and Transition of Adjudicated Residents](#)

Related Policy

[Classification and Treatment – Individualized Treatment Plan
Compliance with Section 504 of the Rehabilitation Act](#)

Educational Planning for and Transition of Adjudicated Residents

Procedure from Policy 1200.1716: Educational Planning for and Transition of Adjudicated Residents

- A. The Clinical Director or designee convenes a multi-disciplinary team in conformance with DCYF Policy 1200.1503, Classification and Treatment – Individualized Treatment Plan (ITP).
1. The team engages in a systematic process of decision making that coordinates residents' educational, clinical and transitional needs.
 2. Education staff completes the Education/Vocational History Form (SMO7BF77), which captures important information for the planning process.
 3. The planning includes education program and/or subject assignment based on the results of the resident's assessment, screening and evaluation.
 4. During the ITP meeting, a designated representative from the Education Program completes the Educational and Vocational Training Goals and Objectives form.
 5. This information is entered into RICHIST within seven (7) working days of the ITP meeting and a hardcopy is maintained in the resident's education file.
- B. In conformance with DCYF Policy 1200.1503 Classification and Treatment – Individualized Treatment Plan, Bi-Monthly Reviews systematically monitor residents' progress to help each resident achieve educational and transition goals.
1. Teachers receive a computer generated list of residents whose progress is scheduled for a Bi-Monthly Review for that month.
 2. Prior to the scheduled meeting, teachers complete the Bi-Monthly Review and Transitional Planning -Teacher Input Report which indicates the resident's progress in each subject.
 3. Transitional planning for adjudicated residents of the RITS begins in the initial ITP meeting and is pursued consistently throughout the Bi-Monthly Review process. The treatment team meets one to two weeks before the adjudicated resident's projected end of sentence to ensure that services identified during the ITP process and through the Bi-Monthly Reviews are in place to support the youth's transition. (Refer to RICHIST Window Help: Transitional Living & Discharge Plan Templates.) A Bi-Monthly Review held 60 to 90 days before each resident's End of Sentence serves as the Transition Meeting. The Educational Transition Plan details the:
 - a. Anticipated educational plan;
 - b. Individuals and/or agencies responsible for making arrangements for educational needs; and
 - c. Individuals and/or agencies responsible for making arrangements for any anticipated vocational training needs.
 4. The Educational Transitional Planning Packet includes:
 - a. The Adaptive Behavior Report;
 - b. The Clinical Psychological Evaluation, if applicable;
 - c. The Psychological Evaluation, if applicable;
 - d. The School Immunizations Report;
 - e. Transcripts from the RITS Education Program;
 - f. IEP/504 Plan, if applicable; and
 - g. Educational Evaluations.
- C. At the ITP, Bi-Monthly Reviews and Transitional Planning Meeting, educational staff utilize the "Educational and Vocational Goals and Objectives" form to indicate measurable progress for each resident.

- D. Educational Staff forward the resident's school registration packet to the receiving school/district and note transmittal on the Transition Tracking Sheet at least 30 days prior to the official End of Sentence (EOS) date. If a resident is released prior to his or her End of Sentence, an educational packet is forwarded to the receiving school/district and to the resident's home.
- E. Educational Staff forward a record of the resident's educational and immunization history to Probation or Family Service staff, as appropriate.
- F. Paragraphs A - E are consistent with Correctional Education Association Standards 31, 45, and 48, as well as, American Correctional Association Standard 3-JTS-5D-01.